

2011 WSPA Fall Convention | October 26-28, 2011

Workshop Descriptions, Objectives and Speaker Bios

October 26, 2011

The Neuropsychology of Emotional Disorders | Steven G. Feifer, D.Ed., NCSP

This workshop will explore the neural architecture of emotional behavior by examining various brain structures laying the foundation for higher level social skill functioning. Specific biological factors related to the development of social competence and emotional self-regulation will be explored. There will be a detailed discussion on bipolar disorders, anxiety disorders, and depression from a brain-based educational perspective, including cutting edge interventions such as neurofeedback. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children.

The specific learning objectives include:

1. Discuss the neural architecture of emotion by detailing key brain regions responsible for the development of empathy and emotional regulation.
2. Discuss the pitfalls of over-relying upon behavior management plans or psychopharmacology to address mental health conditions in children.
3. Explore the neurobiological correlates and treatment options for bipolar disorder, depression, and anxiety disorders in children.

Advanced Applications of CBM | Michelle K. Hosp, Ph.D.

This workshop will focus on advanced applications of Curriculum-Based Measurement (CBM) within a Response to Intervention (RtI) framework. The focus will be on moving beyond the scope of early reading to include reading comprehension and math within primary and secondary grades. Current research as well as a review of available progress monitoring tools will be shared. How to incorporate and use CBM data within a problem-solving system will also be covered. Using CBM data for educational decision making at the systems-level down to the individual student will be reviewed. Suggestions for overcoming obstacles, and guidelines and tips for analyzing and interpreting CBM data for different purposes will be included. Participants should have knowledge and background in CBM as this workshop moves beyond the fundamentals.

Specific Learning Objectives/Outcomes (1 per contact hour):

1. Understanding of how CBM fits within a problem solving system like RtI.
2. Knowledge of research that supports the use of CBM tools for reading comprehension and math.
3. Awareness of CBM tools currently available for reading comprehension and math.
4. Understanding of different applications of CBM data at the system-level down to the individual student.
5. Knowledge of how to analyze and interpret CBM data for different purposes.

October 27, 2011

The Checklist Manifesto for RTI to Support Successful Implementation

Keynote Address: **Mark R. Shinn, Ph.D. – Keynote and workshop**

In fields like medicine and aviation, checklists have proven successful in supporting quality practices and reducing error. This presentation will focus on Dr. Shinn's own Checklist of items to consider supporting quality RTI implementation. Based on almost 30 years of experience working with schools in implementing evidence-based service delivery systems, the focus will be on what to think about and what to do (and not do).

Goals:

1. Increase understanding of key concepts and elements implicit and explicit in RTI as Multi-Tier Services and Supports
2. Identify potential errors of understanding and implementation that can hinder success.
3. Provide participants with a basis for building their own checklist for implementation in their own schools and districts.

Where Are You Headed? Let's Talk about Your Exciting Future as a School Psychologist! |

Christine Neddenriep, Ph.D., NCSP

Come discuss your future as a school psychologist. Learn about ways in which you can make a difference through your role as a problem solver at both the individual and systems level. Learn about how WSPA and NASP can support you in your development. Connect with other students across school psychology programs in Wisconsin.

Objectives:

1. Identify ways in which school psychologists can solve problems of individual students having academic and social-emotional deficits.
2. Determine ways in which school psychologists can solve problems inherent within the systems that support students.
3. Describe how involvement in WSPA and NASP can support school psychology students' development.

Best Practices in Social Thinking Instruction

Diane Nackers, M.S., CCC-SLP; Cindy Jaeckle

This presentation will begin with information regarding the differences between the medical diagnosis for autism and the education criteria. The presentation will then touch on the core issues as related to autism spectrum disorders while laying the groundwork for the need for Social Thinking skills instruction. The remainder of the presentation will be learning about evidence based practice of teaching Social Thinking from assessment through teaching.

Goals and objectives:

1. To better understand the differences between the medical diagnosis and education criteria for students on the autism spectrum
2. To learn what Social Thinking is
3. To learn best practice for assessing Social Thinking
4. To learn best practices for teaching Social Thinking

Be Part of the Solution: Public Policy in Action | Danielle Brown, Ed.S., NCSP; Katie Johnson, NCSP and

Joci Newton, Ph.D., NCSP

During this session, presenters will share information from the National Association of School Psychologists (NASP) Public Policy Institute in Washington DC. In addition, attendees will have opportunities to learn and discuss how advocacy can be incorporated into the daily practice of school psychology in order to best advocate for the children and families we serve.

Session attendees will:

1. Gain a better understanding of NASP's approach to public policy and learn about NASP's comprehensive policy platform.
2. Hear about how WSPA hopes to implement some advocacy approaches here in Wisconsin to better support profession of school psychology and moreover, better serve children in our schools.
3. Acquire knowledge about basic advocacy skills that can be used at the district and local level.

Madison Positive Support Team* | Jim Haessly, Ph.D.; Kathy Conley, M.S.; Patrice Bentley, M.S.

The Madison Metropolitan School District Positive Behavior Support Team has been in existence since the Fall of 1999. The team's mission is to assist and empower children and adolescents to develop positive behaviors and to reduce aggression and other serious behavior problems in the school, home, and community settings. Interventions are designed to increase overall school and personal success. PBST focuses on the individual child or adolescent in the context of multiple systems that promote academic and behavioral success (i.e. family, school, community). Interventions are comprehensive and tailored to assist all supportive adults to establish an appropriate plan for ongoing support of the child or adolescent.

History has proven that the majority of students referred for PBST services have experienced one or more traumatic events in their lives. As a result, the team works with staff members, parents, and community providers to understand the behavior of referred children through a trauma informed perspective.

PBST services include consultation, demonstration of effective interventions, and direct services to children.

Learning Objectives:

- Identify ways in which school psychologists and other professionals can assist staff members to implement tertiary interventions for students who demonstrate dysregulated and aggressive behavior.
- Understand ways in which trauma informed practices can be applied to tertiary interventions.
- Identify ways in which trauma informed practices can prevent or reduce the need for tertiary interventions.

*The following conference activities have been organized and selected by the WSPA Mental Health Committee to meet the criteria for the Certificate in Professional Development-Mental Health.

- Addressing Mental Health: School Neuropsychology Principles and Psychopathology (Preconvention)
- Violence Risk Assessment
- Selected Child Psychopathologies/ Interventions
- Creating a Trauma Sensitive School Environment

RTI Implementation as Ground Hog Day

Mark R. Shinn, Ph.D.

Follow Up Sectional:

When faced with expectations of complex behavioral change and limited time and resources to attain them, people have a tendency to relabel old practices as new. This session will expand and elaborate on the Keynote, ensuring that schools can engage in meaningful changes in attitudes and actions.

Goals:

1. Identify necessary changes in thinking and attitudes about student learning and behavioral difficulties that impede successful implementation.

2. Identify necessary changes in actions, including leadership, intervention, and assessment that support successful implementation.

Understanding the nature and application of self-regulation in school contexts: A process and cyclical perspective | Timothy J. Cleary, Ph.D.

Objectives of the workshop

During this workshop I will accomplish the following objectives:

1. To provide an overview of self-regulation learning (SRL) theory and to underscore the nature and importance of conceptualizing self-regulation as a cyclical process
2. To examine the nature of casual attributions and its role in promoting student empowerment and motivation
3. To discuss practical tips and strategies that school psychologists and educators can use to enhance student cycles of regulatory thought and action
4. To introduce school psychologists to an alternative method for assessing self-regulation called SRL microanalysis

Understanding Racial Identity Development: Implications for School Psychological Service Delivery | Newell & Chavez-Korell Presentation

The purpose of this session is to introduce participants to racial identity development. Participants will learn the models, stages, and impact of racial identity. Participants will learn how individuals across various stages of racial identity development interact in an interracial context. Moreover, participants will learn how racial identity impacts academic performance, social-emotional functioning, and mental health. Finally, professionals will also learn how their own racial identity can impact their roles and functions in schools.

Learning Objectives:

1. Participants will learn 2 models of racial identity development (i.e., White Racial Identity Model and Black Racial Identity Model)
2. Participants will learn about the various cognitions and behaviors associated with the different stages of the racial identity models.
3. Participants will learn the potential impact of racial identity on interracial interactions as well as academic and behavioral performance.

Mental Health: Reactive Attachment Disorder | Ray W. Kinney M.S.

The topic of Reactive Attachment Disorder (RAD) has received considerable attention in recent years, due, in part, to the increased number of international adoptions. Reactive Attachment Disorder results when a young child's most basic needs are not met in a consistent manner by a caregiver. The results can include many challenges for the child including learning issues, psychological problems, and an inability to attach to even a loving adoptive parent. Children with suspected RAD require serious attention including careful diagnosis by a qualified clinician, treatment that includes the whole family, and specific goals that decrease anxiety and open the door for healing and increased attachment to the parents. Treatment must also focus on behavioral management as some children with RAD demonstrate increasingly destructive behaviors in the home, school, and community.

In this workshop you will develop a thorough understanding of Reactive Attachment Disorder and how it manifests in both the home and school environments. Although the effects of inadequate and inconsistent care have long been noted in the bonding and attachment literature, recent research continues to confirm the serious challenges children face that experience early deprivation. Participants will become familiar with the many faces of Reactive Attachment Disorder as the leader shares his clinical experience of having worked with this disorder for 15 years in private practice and as a consultant to many school districts. Strategies for supporting students with Reactive Attachment Disorder will

be outlined as well as understanding how to more effectively communicate with the parents of students who have this disorder.

Objectives:

- Identify the causes and effects of Reactive Attachment Disorder (RAD)
- List the symptoms of RAD
- Understand why RAD can look so different in the school setting versus the home
- Demonstrate an increased understanding of interventions with students who have RAD and how to partner with the student's parents
- Summarize the goals of outpatient treatment and why "traditional therapies" are not effective
- Become familiar with the research regarding the effects of early deprivation on brain development, learning, and perception and how this impacts the child's life in all areas of functioning
- Exercise caution in the diagnosis of RAD and understand the importance of assessing all the child's issues (differential and comorbid diagnosis)

October 28, 2011

DPI Updates and PDP Development | Kathryn L. Bush, Ph.D.

This workshop will focus on the status of school psychology in Wisconsin, as derived from the yearly School Psychology Data Report, on school-wide RtI and on re-licensure through Professional Development Plans.

- **Goal:** Provide data analysis from the yearly School Psychology Data Report
 - **Objective:** Data considered will include Wisconsin's student to psychologist ratio, years of experience, salary, and more.
- **Goal:** Provide strategies for leadership in creating school-wide RtI systems, and for analysis of data for SLD evaluations
 - **Objective:** Review systems change information as it relates to RtI. Review data analysis for Inadequate Achievement and Insufficient Progress criteria of the new SLD rule.
- **Goal:** Provide information about Professional Development Plans as a means for re-licensure
 - **Objective:** Learn the mechanics of professional development plans for initial educator and professional educator renewal. Learn how to create goals for student outcomes as they relate to psychologists' PDPs.

RtI Practices and the State Center | Dan J. Seaman, NCSP; Heidi Erstad

The Wisconsin RtI Center Regional Technical Assistance Coordinators will provide participants with foundational and overview information regarding the Wisconsin RtI Framework and its components. A mini mapping activity will occur for participants to begin sketching out their school's multi-level system of support. In addition, RTACS will provide participants with the information needed to access and use the online Wisconsin-RtI School-wide Implementation Review (WRtI-SIR) with teams back in their districts. Participants will learn about organizational implementation research upon which the tool was developed so that they have the background knowledge to complete the tool. We will show the customized reports that schools can use to guide action plans and measure progress over time toward full school-wide implementation.

Goal: Common understanding of Wisconsin RtI and the rationale for implementing

Objectives:

1. Complete a mini map of your local RtI Multi level system of support
2. Introduction to the W-RtI School-Wide Implementation Review Tool
3. Receive an implementation tool and activities to take back to your local school teams

Language Beyond Talking: Identifying and Addressing Language Impairments and Associated Learning Disorders | Kenneth L. Grizzle, Ph.D. & Kary Mirasola, MS, CCC-SLP

Language represents the building blocks for which much academic learning is built. Not surprising, therefore, language impairments affect much more than expressive vocabulary and grammar. Various forms of language processing directly affect higher and lower level learning skills. Impaired language frequently causes a breakdown in the pragmatic functions of problem solving, participating in conversation, and comprehending narrative and expository discourse products - essential skills for academic and lifelong success (van Kleeck, 1994). Forms of phonological processing directly impact word reading, decoding and spelling (Share et al, 1984).

This session is designed to increase attendees understanding of the relationship between various levels of oral language (phonology, receptive/expressive, pragmatic), and written language skills and their impact on learning. Well-established empirical findings will be integrated with clinical examples to allow those in attendance to recognize assessment profiles that will help with conceptualization and directly impact intervention.

Learning Objectives:

1. Develop a better understanding of the relationship between language, language disorders and learning challenges.
2. Be able to identify how various language processes affect different learning skills.
3. Recognize features/symptoms that warrant referral for a language evaluation.
4. Describe features/symptoms of higher level language deficits.

Mental Health Support and Ethical Considerations for School Psychologists

Don Stovall, Psy.D. | Professor, University of Wisconsin - River Falls

This presentation will combine the themes of mental health support services for students with the theme of ethical responsibility. A problem-solving model for ethical decision-making will be reviewed, and the model applied to cases studies where mental health support services are led by school psychologists.

The objectives of the workshop include:

- development of an ethical problem-solving process
- prediction of circumstances that involve ethical concerns
- identification of actions to maintain professional, ethical boundaries

BIOS:

Patrice Bentley, M.S.

Bentley has been a Cross Categorical Teacher with the MMSD since 1991. She has a B.S. in Special Education from UW Madison and M.S. in Educational Leadership from Cardinal Stritch. Bentley is a current member of the MMSD's Positive Behavior Support Team (PBST) which provides school-based wrap-around services for students who demonstrate significant aggression, many of whom have been traumatized and/or suffer from mental health disorders.

Danielle Brown, Ed.S., NCSP

Brown is the current president of the Wisconsin School Psychologists Association. She earned her Educational Specialist Degree from the University of Wisconsin-Whitewater in 2004. She began her career in Milwaukee Public Schools and continues to work as a practicing school psychologist in the Port Washington –Saukville School District. In addition, Danielle holds her Private Practice License in the area of School Psychology. She is also recognized by NASP as a Nationally Certified School Psychologist. She has a solid background in PBIS, RtI, and Advocacy. Her vision

for WSPA is to increase advocacy for children through awareness of the importance of school psychological services.

Kathryn L. Bush, Ph.D., is the Consultant for School Psychology Services at the Wisconsin Department of Public Instruction. Her position is housed on the Student Services, Prevention and Wellness team. Prior to her work at DPI Kathryn worked for over 25 years with the Madison Metropolitan School District as a school psychologist. She also maintained a private practice as a clinical psychologist and served as a university lecturer.

Shannon Chavez-Korell

Chavez-Korell is an Assistant Professor in Counseling Psychology at the University of Wisconsin-Milwaukee. Dr. Chavez-Korell graduated with her PhD in Counseling Psychology from the Pennsylvania State University in 2007. Her research examines the influence of sociocultural variables (e.g., racial and ethnic identity, cultural health beliefs, cultural healing and health practices, cultural values, historical loss, etc.) on physical and mental health outcomes for African Americans, Latinos, and Urban American Indians. In addition, her research also focuses on access and barriers to physical and mental health services for transgender individuals. Dr. Chavez-Korell has received several grants to support her research.

Timothy J. Cleary, Ph.D.

Cleary is an Associate Professor and Training Director of the School Psychology program at the University of Wisconsin-Milwaukee. Professor Cleary's primary areas of research and professional interest include the development and evaluation of self-regulation/motivation assessment tools and intervention programs applied to academic, athletic, and clinical contexts. He has developed an innovative assessment technique called Self-Regulated Learning (SRL) Microanalysis as well as a tutoring intervention program to enhance students' strategic skills and academic achievement (Self-Regulation Empowerment Program (SREP)). Dr. Cleary has also explored current trends in school psychology assessment, intervention, and consultation practices and has engaged in national and international consultation activities to improve educational and clinical practices of teachers, school psychologists and medical education professionals.

Katy Conley, M.S.

Conley is Cross Categorical Teacher with the Madison Metropolitan School District. She has been with the MMSD since 1995. She received her Bachelor's degree from Burlington College in Vermont. Katy also received her teaching certification and Master's in Special Education at Edgewood College in Madison. Conley is a current member of the MMSD's Positive Behavior Support Team (PBST) which provides school-based wrap-around services for students who demonstrate significant aggression, many of whom have been traumatized and/or suffer from mental health disorders.

Heidi Erstad – Wisconsin Rtl Center Regional Technical Assistance Coordinator, Southeast

Bio: Experience as Curriculum and Instruction Director, K-8 Classroom Teacher, and Instructional Technology Consultant

Steven G. Feifer, D. Ed., NCSP, ABSNP

Feifer is a nationally renowned speaker in the field of learning disabilities and has conducted nearly 200 professional seminars for educators and psychologists. He is dually trained as both a Nationally Certified School Psychologist from James Madison University, and is also a diplomat in school neuropsychology. His doctorate work was conducted at Indiana University of Pennsylvania, with research stints at the National Institute of Health (NIH). Dr. Feifer has co-authored six books on learning and emotional disorders in children. He currently works as a school psychologist in Frederick, MD, and is a course instructor for the ABSNP neuropsychology training program. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008, and also awarded the 2009 National School Psychologist of the Year by the National Association of School Psychologists.

Kenneth L. Grizzle, Ph.D.

Grizzle is a Pediatric Psychologist and Associate Professor at the Medical College of Wisconsin and Children's Hospital of Wisconsin. He is the director of the School Performance Program in the Child Development Center at CHW, where he works collaboratively with speech and language pathologists, developmental nurse practitioners and developmental pediatricians to assess and treat an array of developmental, psychiatric and learning concerns.

Jim Haessly, Ph.D.

Haessly is currently Coordinator of Behavior Interventions for the Madison Metropolitan School District. In this role, he leads the MMSD Positive Behavior Support Team, Autism Support Team, as well as administering two alternative programs for students with emotional behavioral disabilities. He previously worked as a School Psychologist in Madison and other districts. Jim obtained his Doctorate in School Psychology from the University of Wisconsin-Madison in 1994. He is currently a member of the WSPA mental health work group.

Michelle K. Hosp, Ph.D.

Hosp is a nationally known trainer and speaker on problem solving and the use of progress monitoring data. Her background is in school psychology and special education. She has published articles, conducted workshops both at the state and national level, and is co-author of the book, *The ABCs of CBM*. She is a trainer with the National Center on Response to Intervention and is currently employed by the Iowa Department of Education as a consultant for Data-Based Decision Making and Program Monitoring.

Cindy Jaeckle

Jaeckle is a special education teacher with the Hortonville Area School District. She instructs students from kindergarten through 4th grade at Hortonville Elementary. For 13 years, Jaeckle has worked directly with students with emotional behavioral disabilities, High-Functioning Autism, and Asperger Syndrome. She has a strong focus on Social Thinking development and instruction as it is the foundation of social skill development.

Katie Johnson, NCSP

Johnson has worked as a school psychologist for the School District of Amery for the past 10 years. She earned her EdS from the University of Wisconsin – River Falls in 2002, and is a Nationally Certified School Psychologist. Katie was honored to receive the 2011 Doug Smith Outstanding Alumni award from the University of Wisconsin – River Falls, and the 2010-2011 School of Education Exemplary Service Award from the University of Wisconsin – Stout. Katie represents the Northwest Region on the Wisconsin School Psychology Association Board and also serves as the NCSP parity chair.

Ray W. Kinney M.S.

Kinney is the Director of the Waukesha **Cornerstone Counseling Services** clinic. He has been in private practice working with children and their families for 30 years. He specializes in working with adopted children and their families. Besides his private practice, he offers parent training workshops, lectures frequently on the topic of Reactive Attachment Disorder, consults with school districts, and is called upon to testify as an expert witness in court cases involving child custody cases where the issue of Reactive Attachment Disorder is pertinent. Most recently, his clinical work was featured on a **PBS** documentary filmed by **NOVA** titled *"This Emotional Life"*. Ray and his wife Carol live with their family in Eagle, WI.

Kary Mirasola, MS, CCC-SLP

Mirasola has worked as a speech and language pathologist for the last 12 years. In 2003, Kary started working at Children's Hospital of Wisconsin. During that time, she has worked with children and adolescents aged 2-19 with a variety of speech, language and communication issues. She currently works closely with developmental pediatricians and pediatric psychologists to assist in differentially diagnosing language, learning and behavioral disorders. Her specialty areas include language learning disabilities, higher level language disorders, pragmatic language impairments, and auditory/ language processing disorders.

Diane Nackers, M.S., CCC-SLP

Nackers is a speech and language pathologist with the Hortonville Area School District. She works with students from kindergarten through 6th grade. The students with autism on her caseload range from non-verbal to Aspergers syndrome. Nackers is also the president for the Autism Society of the Fox Valley. In that capacity, she has conducted many educational workshops around the Fox Valley. Nackers also coordinates and participates in monthly teen group community outings and Spectrum Saturdays events at The Building for Kids Children's Museum in Appleton, where families with a child on the spectrum can enjoy a free outing at the museum with reduced sensory input.

Christine Neddenriep, Ph.D., NCSP

Neddenriep is an Associate Professor and Coordinator of the School Psychology Program at UW-Whitewater. She also serves as the Professional Preparation and Training Representative to the WSPA board. She joined the faculty at UW-Whitewater in 2005 after practicing three years as a school psychologist in the Omaha Public Schools, where she specialized in the needs of children with behavioral disorders and autism. She earned her doctoral degree in School Psychology from the University of Tennessee-Knoxville. Her areas of research interests include the implementation and evaluation of academic and behavioral interventions in educational settings. Dr. Neddenriep teaches course work in the assessment of behavior and personality, academic interventions, school-based consultation, and research methods.

Markeda Newell, Ph.D.

Newell is an Assistant Professor in School Psychology at the University of Wisconsin-Milwaukee. Dr. Newell graduated with her PhD in Educational Psychology from the University of Wisconsin-Madison in 2007. Her research focuses on multiculturalism in school psychology. Specifically, she examines how pre-service and practicing school psychologists make cultural considerations during problem-solving consultation in school-based settings is examined. Dr. Newell also identifies and analyzes the multicultural content pre-service school psychologists should be taught as well as how this content should be taught to increase their multicultural competence. Dr. Newell has received grants to support her research, and she has been recognized as an Early Career Scholar for School Psychology Research Collaboration.

Joci Newton, Ph.D., NCSP

Newton earned her Ph.D. in School Psychology at Ball State University in 2006, and is a Nationally Certified School Psychologist. She worked in the Cobb County School District (Atlanta, GA) for two years before joining the faculty at the University of Wisconsin- La Crosse in the fall of 2007. Dr. Newton teaches cognitive and early childhood assessment, as well as child psychopathology courses. Her professional and research interests include cognitive assessment, professional issues facing school psychologists, and social/emotional and familial issues that impact children at school. She currently serves on the Wisconsin School Psychology Association Board as the regional representatives coordinator.

Dan J. Seaman, NCSP - Wisconsin RtI Center Regional Technical Assistance Coordinator, East
National Certified School Psychologist for 8 years, Past Board member for Wisconsin School Psychologist Association

Mark R. Shinn, Ph.D.

Currently, Professor of School Psychology at National Louis University and formerly 19 years as Professor of School Psychology and Professor of Special Education at the University of Oregon. He is nationally recognized as a consultant to schools across the country on implementation of multi-tiered services and supports models, (aka RTI). Mark began working in the first sites that evolved into an RTI model in the early 1980s and has worked with schools in more than 40 states in his 25 years of consultation on the topic. He just wrapped up his 5 year role as Project Director for the Northern Region of IASPIRE, an USDE/OSEP and Illinois State Board of Education Personnel Preparation Grant for supporting implementation of RTI in a Multi-Tier Intervention model in Illinois. Mark has edited 2 books on Curriculum-Based Measurement (CBM) and co-edited three editions of Interventions for Achievement and Behavior Problems, including the recently released third edition entitled Interventions for

Achievement and Behavior Problems in a 3-Tier Model, including RTI published in 2010 by the National Association of School Psychologists (NASP). Mark also has published more than 75 professional journal articles and book chapters on CBM, progress monitoring, problem-solving model service delivery systems.

Don Stovall, Psy.D.

Stovall is trained in both school and clinical psychology. His early career was in preschool special education services, where he worked in programs providing services for children with cognitive and severe physical disabilities. In 1987, he received his M.S.E. in school psychology from the University of Wisconsin-River Falls, and he completed a Psy.D. at the Minnesota School of Professional Psychology in 1995. He is Licensed in Wisconsin as a school psychologist, and licensed in Minnesota as a clinical psychologist. He has specialized in providing therapy and conducting assessment with students with conduct disorders, oppositional defiant disorders, ADHD concerns, and students experiencing family trauma and disruptive relationships. Dr. Stovall's interests include promoting mental health programs for children and adolescents, parenting issues, and integrating children with exceptional needs into general school settings. Dr. Stovall is currently responsible for teaching courses in mental health issues and interventions, introduction to school psychology, and providing supervision to practicum and intern school psychology students.